

# **Collaborative Leadership of School Heads: From the Views of the Teachers**

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## **ABSTRACT**

This study investigated the collaborative leadership of school heads from teachers' views. This study ascertained the experiences, realizations, and insights of eight teachers of Bagong Taas Elementary School, Mabuhay Elementary School, Totoy Elementary School, and San Jose Elementary School, Monkayo West District, Davao de Oro, as they experienced the collaborative leadership of school heads. In the course of the study, those experiences, realizations, and insights of eight teachers were identified. Using a qualitative phenomenological research design, data analysis revealed that the collaborative leadership of the school head developed and empowered teachers to do their teaching effectively, but poor collaboration reduced the motivation and productivity of teachers. The data revealed that teachers addressed the challenges encountered in the collaborative leadership of school heads by helping one another to remain strong, communicating with the school head to inform the situation, and saying no to additional tasks. Indeed, the data revealed further that the best practices of collaborative leadership of school heads foster effective communication, build harmonious relationships, and build effective teamwork among teachers. As a result, the teachers realized that using an interactive teaching approach is very important because it promotes a positive learning environment for both teachers and learners. Teachers, school heads, and higher authorities must continue to provide their support to make the collaborative leadership of school heads more effective and efficient.

**Keywords:** Elementary Education, Collaborative Leadership, Coping Mechanism, Best Practices, Realization, Strategies, Teachers, School Head, Phenomenological Research, Philippines

## **INTRODUCTION**

### **The Problem and its Background**

Collaborative leadership is a kind of leadership in which leaders empower the subordinates and involve them in the entire process, even in decision-making. Collaborative leadership intends to lighten the teacher's burden in school to achieve the school's goals efficiently.

School leaders worldwide have been exercising collaborative leadership in leading the school. They empowered teachers to deliver productivity in the workplace (Root III, 2019). However, in the 2023 report, European schools delivered low performance due to the school heads' poor collaboration with teachers. Lee (2019) pointed out that 35 percent of schools' targeted goals in access and governance weren't achieved because the school heads failed to collaborate with the teachers and other teaching staff.

In the Philippines, the Department of Education has recognized the importance of cooperation between internal and external stakeholders in school success. Along these lines, school heads have been trained to

collaborate with teachers and other stakeholders to achieve the school's goals (Gumban, 2024). However, poor support and low collaboration of school heads and teachers negatively impact teachers and their teaching duties. Likewise, Macabulos and Vicera (2019) manifested that teachers' teaching performance in the Schools Division of Biliran had declined due to lack of collaboration and support from school heads. There is no proper guidance for teachers on the crucial issues of their teaching careers or even in allotting resources essential for effectively delivering teaching work to learners.

In the West District of Monkayo, school heads as instructional leaders are encouraged to collaborate with teachers to make it easy for the school to achieve its objectives. Then, they are trained to become collaborative leaders in school to deliver the services for the learners' welfare effectively. However, some teachers clamored against their school heads for being unsupportive. They affirmed that their school heads do not extend any support to them. They let them plan, prepare the activities, and even look for needed resources. As a researcher, I have experienced the same with my school head. He never supports me as a teacher during school programs and activities. He has let me prepare and look for the budget, which is very stressful to me and other teachers.

Hence, in the above context, the researcher opted to conduct this study to deeply examine the collaborative leadership of school heads from the perspective of teachers. As such, this study contributes to the new knowledge, especially in a local setting.

### **Purpose of the Study**

The purpose of this qualitative phenomenological study was to explore the experiences of eight teachers on collaborative leadership to discover their struggles, coping and also the best practices of collaborative leadership of school heads in Bagong Taas Elementary School, Mabuhay Elementary School, San Jose Elementary School, and Totoy Elementary School, Monkayo West District through in-depth interview (IDI).

### **Review of Related Literature**

This part of the research was the review of the related literature, which gives more insight into the study that focus on the challenges, coping, insights and best practices of school heads' collaborative leadership from the teachers' view. Further, the information and data relevant to this study are taken from the latest publication.

**Collaborative Leadership.** Collaborative leadership is a leadership approach shared with school teachers for productivity and to achieve higher learning outcomes. Daskal (2019) defines collaborative leadership as a powerful management practice of a school head who brings a team of teachers together to achieve a common goal and inspire innovation within the school for the welfare of the students. It explains that it is as an act of helping one another and working together as one team to accomplish the school goals (Fyle, 2019). Then he further describes that collaborative leadership refers to a school leader's skills, techniques, and qualities who set school goals, energize and synergize the team of teachers, parents and other stakeholders to work collaboratively to achieve it. Then, Gartenstein (2019) pointed out that collaborative leadership can build positive connections between school leaders and teachers, which is an essential factor for a progressive school organization. Due to society's demand for productivity in education, the education department encourages school leaders to work collaboratively with teachers, parents and other stakeholders. Graham (2018) pointed out that

collaboration is essential to make learning organization remains successful despite of the challenges have brought by the fast changing world.

Moreover, to achieve higher learning outcome is the big challenge of every school leader. In this challenge, the education sector demands the leader who embraces collaborative effort. Williams (2018) pointed out that effective collaborative leader synergizes team to work hard together and drive for the success of the organization. Then, Rabinowitz (2018) pointed out further that effective collaborative school heads bring internal and external stakeholders work together to address of the need of the school and the society.

In addition, collaborative leadership is a kind of leadership wherein the leader involves the subordinates in all aspects for achieving the desired goals. Rabinowitz (2018) illustrated that collaborative leadership is essential. It empowers the team of teachers and teamwork spirit to accomplish the desired goals. Likewise, in the description of Nguyen (2018) and Williams (2010) collaborative leadership empower of teaching and non-teaching staff and stakeholders within the learning environment to work together efficiently to achieve higher learning outcome.

Studies proved that collaborative leadership of school heads has positive implication to school improvement. Nguyen (2018) pointed out that the moment the school start collaborating to teachers, the school increased its performance. The teachers manifested their full support to the school leader which resulted of more school improvement (Kruse, 2019). Then, Rabinowitz (2018) pointed out further that effective collaborative leaders bring people to work together just to address the need of the school and the community.

**Importance of Collaborative Leadership.** Collaborative leadership school head is essential in the learning organization. According to Sieck (2018) collaborative leadership of school heads can improves teaching and learning process, student outcomes, and also school culture. It promotes a sense of shared responsibility for teachers, bring success and lead to an improved school organization. Likewise, Vitale (2017) pointed out that collaborative leadership enhanced instruction that allow teachers to decide instructional practices that lead to be more effective and engaging learning strategies that ensure to increase academic performance of the learners. Mawritz (2017) added that collaborative leadership promotes positive and supportive learning environment that foster learning of students in various disciplines.

Collaborative leadership increased teacher performance and engagement. Lathan (2024) illustrated that collaborative leadership empowers teachers to their teaching task productively. In this leadership, teachers are involved in decision-making processes, leading to increased commitment to school improvement initiatives that resulted learning improvement. However, the importance of the collaborative leadership is to make the teacher to become more productive in teaching job. In the study of Caza (2021) have shown that collaborative leadership supports teachers in developing their teaching skills and pedagogical knowledge that lead them to job satisfaction and also increased their productivity. Likewise, another importance of collaborative leadership promotes culture of cooperation. It is important culture of school. Saleem (2020) pointed out that responsibility is distributed to stakeholders such as teachers, parents, and community members. They are working together to achieve the goals of the school for the welfare of the learners. Thus, collaborative leadership develop harmony between school head and teachers. Accordingly, Parveen (2020) discussed that collaborative leader opens the communication and push collaboration among stakeholders to achieved goals. He puts his trust to everyone. Then, collaborative leader ensure harmony by strengthening relationships of everyone within the organization by positively and constructively resolved conflicts for the welfare of teachers and learners.

Anyway, many researches proved that collaborative leadership has significant impact to school improvement. It is confirmed in the study of Turner (2022) participants revealed that their school has lot of improvement after their school head empowered them and involved in school activities and programs. Barling (2022) articulated that collaborative leader capacitates stakeholders to address any challenges that hinders learning improvement. In addition, collaborative leader empowers teachers and other stakeholders and also encouraged them to employ new approaches and solutions suited for any form of problems.

**Functions of Collaborative Leadership.** The important functions of collaborative leadership of school heads. O'Neill (2018) enumerated these functions such as; (1) assessing environment, (2) setting vision, (3) building trust, (4) sharing power and influence, (5) developing people and (6) self-reflection.

Collaborative school leaders focus to assess the learning environment. This is the ability of the school head to appraise the learning environment in order to gather significant information that helps school leader implements appropriate action for the school. Then Harper (2018) emphasized assessment is the process of the accumulating necessary data. Cohen (2019) stressed that the data is very essential, it gives the school head an appropriate information what are the needs of learners, teachers and the learning environment. Schildkamp (2019) illustrated that data helps the school head to monitor the performance of learners and teachers, basis to execute actions to address areas with problem. Then, Healthfield (2018) also pointed out that the data guide the school leaders to prepare plans, programs and activities for the development of teachers, students and learning environment.

Correct data is very essential for the school leadership. In the absence of accurate data, the school leaders will be misled to his plans and program implementation. Indeed, erroneous data will be lead into failure of program implementation. It confirms by Kruse (2019) that correct data helps the school head to discover the strength and weaknesses of the learners, teachers and the entire school. Leonard (2018) added that the accurate data produces better program implementation that benefits the learners, teachers and the learning environment. Moreover, Doyle (2018) pointed out that school head should be careful enough in collecting the data because it really affects the entire school system.

Anyway, setting vision is one of important functions of the school head. Vision is a picture of the school in the future. Nguyen (2018) pointed out that the vision is a public statement that what occurs in the future. This statement inspires all people to do their part for the school organization. Moreover, it is an outline of all plans, programs and activities of the school. Nadler (2019) added that the vision statement emphasized what school activity that being occurred in the future.

The vision statement is very essential to any organization including school. Setting vision and vision statement is responsibility of a school leader with the support of the teachers. Gabriel (2019) pointed out that one most important responsibilities of a school head is to established a vision and motivate the teachers, parents and other stakeholders to work for it. And Ward (2018) pointed out further that the effective school leader is articulate of the vision and shared it to stakeholders for their supports.

Vision has played important role in the school. The vision guides school heads, teachers and stakeholders to communicates plans, setting goals and objectives, ignites energy and inspire positive action (Graham 2018). Then, Farmer (2018) added that the strong leaders translate the vision into action for the welfare of the school organization.

Then, Cambridge dictionary defines building trust is a process of developing trust between and among people in the school organization. Building the trust is difficult job for the school administrators. Ward (2018) illustrates that the elements build of trust are competence, consistency, reliability, openness and

integrity of school head. The study of Maalouf (2018) confirmed that the trust of teachers developed through competence, consistency, reliability, openness and integrity of a school head.

Likewise, culture of trust in the school is essential. May (2017) pointed out that trust is one of strong and important culture in the school. It inspires group of teachers to perform excellently their function to achieve goals of school. Lucas (2018) emphasized that giving trust over the teachers become important message that they are valued by the school head. Once teachers are valued, they become committed to give their best, work collaboratively with other teachers to achieve the desired higher learning outcome. Then, Mallory (2019) further discussed that the trust of teachers toward their school head contributes of their fully support and excellent performance for the success of the school organization. Likewise, in the study of Malipot (2018), the finding illustrates that if the trust of teachers toward their school head is higher the trust, the teachers' performance also is higher.

In addition, sharing power is essential traits of effective collaborative school leader. It refers to sharing of leadership toward teachers as a team player of the learning environment. Sharing power is an act of empowering teachers to be more active in the solving problem and decision making process. Mcewan (2019) pointed out that delegating the authority to the team of teachers will nurture them to become independent to perform their assigned task for welfare of the school organization. Melcher (2019) emphasized that collaborative leaders delegate their authority and leadership to the team of teachers to empower them to perform better for productivity.

Sharing of power of school head has a positive effect to teachers and school. McFarlin (2019) pointed out that delegated teachers perform better in their respective task in the school. They are more productive because they are working collaboratively. Task become easier for them to achieved. McQuerrey (2019) confirmed that empowered team of teachers inspired to perform their specific task collectively and excellently.

Moreover, developing people is one of the functions of the school head that focus to improve the abilities, skills and knowledge of teachers. Melcher (2019) pointed out that collaborative school head coach, mentor and trained teachers to increase their teaching performance. Parks (2019) noted that mentoring and coaching are essential to the development of teachers holistically. Milburn (2019) pointed out that mentoring and coaching cultivates abilities, skills and talents of the teachers to become more efficient in their teaching duties. Then, Merchant (2019) emphasized that the success of the school depends on the strength and skills of the teachers who are working as a team.

Finally, self-reflection is one of the important functions of collaborative leaders. Self-reflection refers to the self-assessment of school heads to identify their strengths and weaknesses for every events and situation. It is also self-recognition pertaining to their actions that directly and indirectly affect the teachers. Padilla (2019) noted that the effective school heads control and manage their emotions, action and words all the time. Ensure that all of these encourage group dynamics for productivity.

Effective school heads reflect often time to determine the flaws and improve in order to manage the school organization effectively. Parks (2019) pointed out that school heads necessary manage their temperament because affects the teachers and the entire school organization. Fyle (2019) pointed out further that the behavior of school head matters most in influencing the performance of the team of teachers. Leonard (2018) emphasized that the horrible personality of a school head has brought trouble in the school organization and group of teachers. It creates chaos resulted on low productivity.

To make the leadership efficient, school leader shall manage the temperament effectively. Parks (2019) that collaborative school head capable to manage his emotion, build good relationship, and develop the



competence of the teachers. Likewise, the successful school is a product of an effective school head has ability to reflect, learn from past and improve himself for the good of the school (Chan, 2018).

**Experiences of Teachers on Collaborative Leadership of School Heads.** Collaborative school leaders involved all teachers to make easier for the them to achieve the school's goals. Root (2018) pointed out that collaborative leadership can lead to be more positive and fosters effective teaching and learning environment that develop sense of unity and shared responsibility that benefits the students, teachers and school. Melcher (2019) stressed that collaborative leadership can also build positive and strong connection between school head and teachers. This is important factor for achieving the desired goal of the school.

Anyway, collaborative leadership brings together teachers with diverse expertise to work collaboratively in school for the welfare of the students. According to Gerlach (2021) diverse expertise of teachers is vital. It enhances the learning opportunities that develop the students. He emphasized further that collaborative leadership allows teachers to share their ideas, strategies and resources to create effective pedagogical approaches for the students. Root (2018) pointed out that collaborative leadership improves teaching practice that resulted on learning development of the pupils.

Collaborative leadership fosters professional growth and development of teachers. According to Fyle (2019) in the collaborative approach in school teachers develop their knowledge, skills and capabilities. They learn from each through sharing their best practices and the new perspective that help for the welfare of the students. Patrick (2019) noted that collaborative approach develops the teachers and also foster their professional growth to become more effective to deliver efficient teaching duties.

Anyway, Murphy (2019) mentioned that the experiences of teachers under school heads who manifested collaborative leadership claimed that the approach empower them and cultivate their leadership skills in order to perform effectively of their mandated task to develop the learners. Gartenstein (2019) pointed out that the teachers accomplish more goals when they are empowered by the school heads because they have freedom to perform their role as teachers. Likewise, Melcher (2019) noted that empowerment encourage motivation to teachers that resulted of great accomplishment in the school for benefits of the learners.

It is the job of collaborative school head to define clearly the collaborative roles of the teachers to make them productive. According to Millburn (2019) school could not prosper and achieve its goal if without teachers performed their responsibilities for the best of the students. Barling (2022) stressed that the teachers could not perform effectively their role without collaborative school head influence and direct them to achieve goals of the school.

However, collaborative leader develops effective team of teachers and strengthened spirit of teamwork in the school. In the study of Guarana (2022) teachers during the in-depth interview the culture of isolation that teachers close their door noted that it was breaks after the school head exercised collaborative approach. Teachers are go out from their shell and start to collaborate and work as a group the delegated together to achieve the goal. Then, according to Root (2018) clash and conflict of teachers that hinders effectiveness become a happy and active learning environment which teachers works together with the school head collaborated each of them.

Then, collaborative leadership improves strong relation between school heads and teachers. Yin (2020) emphasized that many teachers confirmed during interview that their relationship between their school head improves after the school head encourage of collaboration. They felt that they are valued and trusted for every endeavor and task in school. According to Lee (2018) relationship of teachers and school head is essential in education's productivity. He emphasized further problem and conflict in school affects productivity. It hinders also the maturity of everyone.

Mifflin (2016) noted that to build an effective team, a leader needs to establish an organizational environment in which individual team members can reflect upon and analyze relationships with other team members. Harmonious relationship is essential in the effective teamwork. McFarlin (2019) noted further that team with quality relation in the workplace the team that effectively achieve the goals. Hurley (2018) noted further that harmony inspire member to collaborate for excellent achievement. Then according to Petty (2018) harmony motivate the team members to demonstrate their talents, skills and competence for productivity.

Teachers are mandated to deliver teaching duties effectively for the welfare of the learners. However, school leaders influence teaching delivery. In the study conducted by Ang'ana (2023) pertaining to collaborative leadership of school heads the participants responded during the interview that they are please because school administration will give credit for their contribution to school success. Then, in the study of Chen (2024) the participants replied that the teachers appreciated the collaborative effort of school heads in order to achieve different goals of the school.

The teachers believed that collaborative leadership has positive impact to school improvement. In the study of Hongzhuo (2023) teachers' participants responded that collaborative leadership of the school head significantly enhanced the school development. She clarified that once the teachers are empowered they perform better their teaching duties that result on school improvement for the welfare of the learners. Likewise, in the study of Bland (2022) evaluating the relationship between collaborative school culture to school achievement, manifested that collaborative culture in school has positive impact to school achievement.

**Challenges of Teachers on the Collaborative Leadership of School Heads.** Many researches confirmed that poor collaboration of school heads has negative impact to school and to the teachers. Vinh (2022) pointed out that poor collaborative leadership negatively affect teachers' morale. Likewise, in the study of Saputra (2022) participants revealed that they have struggled due to poor leadership and poor collaboration of school head. They feel that they are alone in facing every challenge in school which lead them to decreased job satisfaction. Similarly, in the study of Parveen (2022) participants presented of their experience to poor collaborative leadership of their school head. They don't have guidance and support morally and financially in every programs and activities in school from their school head. They've felt that they're not valued and appreciated. In this instance, it lowers our morale.

In the poor collaborative leadership of school head, the creativity, innovation and professional growth of teachers are affected. In the assertion of Saleem (2020) that school head with poor collaboration skills fail to empower and develop autonomy of teachers that hinders creative and innovative skills of teachers which necessary for their work. Then, it also hampers professional growth of teachers which benefits the school and the learners. This confirmed by the participants during in-depth interview admitted that they cannot grow professionally because they are not empowered. They felt controlled of an authoritarian leadership (Parveen, 2022).

Poor collaboration of school head also produces poor communication toward teachers. Chen (2024) described that poor collaborative school leader failure to give proper information and feedback to the teachers that leads into confusion in school. Hongzhuo (2023) pointed out that the impact of poor communication of school head to teachers is confusion. It affects in the submission of reports and late also to compliance to the instruction from the higher office such as program and activities. Certainly, this is the prevalent struggle of teachers that resulted to chaos in school and also frustrations of the entire teaching community (Bland, 2022).

Then, poor collaboration of school heads leads to teachers to perform their teaching duties unguided and unsupported (May, 2018). Root III (2018) pointed out that teachers need of guidance and support of the school heads in performing their teaching duties. Indeed, in the study of Yasmin (2019) participants manifested that lack of guidance and supports from school heads reduces their motivation to perform their teaching duties that really affects the learning of the students.

Moreover, poor collaborative leadership of the school head produces poor teamwork in school. Teachers are not working as one team. They have worked individually that sometimes lead to conflict in school (Lee, 2018). Likewise, teachers in school have different plans and agenda that resulted to chaos that affect teachers' relationship which compromise the learning of the learners (Harper, 2018). Chen (2021) discussed that school head should carefully study the scenario and fix the problem for the sake of teachers and learners.

Additionally, Bland (2022) pointed out that the poor collaborative leadership developing crab bucket culture. It is putting teachers in one area and discouraged to share their ideas. May (2018) described the scenario as controlling the energy and synergy of school dynamics which important criteria for school development and progress. According to Root III (2018) this kind of leadership that the teachers have refused and avoided. Teachers look for school head that concern for their needs, situation and for their growth. Participants revealed in the in-depth interview that they prayed for school head who are kind, supportive and empower them to be more effective in their teaching work (Saleem, 2020).

Finally, ineffective leadership of school head develop negative school culture. Lee (2018) enumerated these as a culture of resistance, idleness, negative attitude toward progress, favoritism and other. According to Harper (2018) these negative culture significantly affects teachers and the teaching and learning process.

Another struggle of teacher is the poor collaboration of school head. McQuerrey (2019) confirmed that poor collaboration reduced the work motivation of teachers. He emphasized that when teachers feel that they are unsupported or unheard by their school head, their motivation can decline that affect to their commitment to their teaching work. Doyle (2018) added that teachers need of the encouragement of school head especially in the hard time of their teaching career. Then, if they noticed that they are not cared and supported of their school head, they feel bad and loss their motivation. for the development of the learners.

In addition, poor collaboration of school heads hampers the professional development of teachers. Melcher (2019) noted that when collaboration is not the priority of the school heads, teachers miss out the opportunities to grow professionally because no mentoring, coaching, class observation and training conducted. Although, these activities are very essential for the development of the teachers (Maalouf, 2018). Anyway, the DepEd Officials have encouraged the school head to be collaborative and focus to develop the skills of teachers (Malipot, 2019).

**Coping Mechanism of Teachers on the Collaborative Leadership of School Heads.** Several studies attested that low collaboration has a negative impact to teachers. Then, to remain effective and efficient to perform teaching duties despite of the negative effect teachers seek support of colleague as coping mechanism. Doyle (2018) pointed out that during the time of struggle group of teachers supporting one another in order to perform their function efficiently. They are collaborating each other in order to creates a conducive learning environment for the students. Rabinowitz (2018) stressed further that through supports of the colleague and family the teachers solve problem and decide fairly for the success of the school. Likewise, through their cooperation teachers build positive relationship, trust and develops respect



with one another which necessary for creating positive school climate and culture for everyone (Chan, 2018)

Studies attested that the low collaboration has a negative impact in the school and also to teachers. In the study of Parveen (2022), he pointed out that the low collaboration decreases the motivation, enthusiasm and productivity of teachers in school. These factors are essential in school. It is added by Kruse (2019) that the lack of collaboration affects the leadership focus and leadership sharing important aspect for school development. Moreover, Lee (2018) proved further that low collaboration product of poor leadership of school heads who have responsibility in the school management.

Likewise, teachers suffer with poor and ineffective leadership of school heads. However, one of coping strategies of teachers in order to overcome they plans proactively their work and perform it persistently (Smith, 2019). Then, according to Zimmer (2019) teachers learn to adjust, flexible and resourceful to continue implement programs and activities even without support of the school heads.

Smith (2019) emphasized that teacher manage their stress through involvement in physical activities such as jogging, attending zumba dancing session to maintain physical strength in order to effectively deliver teaching duties toward the learners. Then, to remain productive teacher keeping away from stressful activity and turn their attention to fruitful things (Turner, 2022). Doyle (2018) further noted that teachers maximizes their strength and building confidence by setting positive mind set and practicing positive talk. Moreover, avoiding causes of stress can help teachers to overcome struggles in school. Zimmer (2019) suggested that to remain more motivated and inspired teachers choose to disengage from stress and avoid interacting toxic and stressful people. Then, Lucas (2018) also suggested that to remain more confident it is necessary to control emotions to remain compose and avoid expressing anything to maintain professionalism.

Likewise, another coping for teachers in their struggle due to poor leadership of school head. Yasmin (2019) pointed out that it is necessary for teachers to build strong relationship with the students in order to create positive learning environment. Root III (2018) stressed that to remain dedicated and committed in teaching job teacher always think for the future of the students who are helpless, less fortunate and vulnerable. Indeed, giving them priority above other will develop compassion and that pushes teachers to do more despite of challenges encounter. Leonard (2019) pointed out that supports and care of the family helps teachers to cope any challenges.

Thus, spending leisure time with love ones another coping mechanism for teachers to overcome struggle in teaching career. Gulseren (2022) pointed out that during hard times in life teachers need to have a break and relaxing time together with the love ones. Bilgin (2022) illustrated in her study that break and relaxing time will restore physical, mental and emotional strength that lost during hard time. Then, Gartenstein (2019) pointed out that it necessary for teachers to enjoy with their hobbies such as games to eliminate stress and recharge to make stronger to achieve different goals.

**Best Practices of Collaborative Leadership of School Heads.** Research confirmed that collaborative leadership of school heads has contributed best practices to teachers and school. Collaborative leadership builds harmonious relationship and trust among internal and external stakeholders. This trust and harmonious relationship will lead to better outcome in the school for the welfare of the teachers and the learners (Harper, 2018). Cohen (2019) stressed that collaborative leaders encouraged and empowered stakeholders to perform successfully their function as one team. It is confirmed by Schildkamp (2019) that the heavy work becomes lighter because of helping one another of all people such as parents, teachers and community within the school.

Collaborative leadership empower people and involved them in the decision making. He considered everyone important that can help to achieve goals of the school. He listened different opinions and consolidate it to generate new perspective for the welfare of everyone (Kruse, 2019). Leonard (2018) emphasized that collaborative leaders encouraged everyone in the organization to perform their role because they are respected and trusted. Moreover, it confirms by the participants in the study of Doyle (2018) that teachers and other stakeholder supported for all the programs, projects and activities that being implemented by the school head.

Studies proved that collaborative leadership of school head has significant impact to team of teachers in school. Nguyen (2018) pointed out that collaborative school head synergizes team of teachers in school that works together as one team in order to achieved goals of the school. Nadler (2019) added that the collaborative leader inspires the team of teachers and other stakeholder to work together for the projects and initiatives for the welfare of the learners.

Collaborative leaders promote school improvement in different key result areas such as curriculum and pedagogy, learning environment, staff development, resource management and stakeholders' linkage. Gabriel (2019) noted that collaborative leaders committed for continuous school improvement. They involved internal and external stakeholders from all aspect, such as from planning, implementation and monitoring and assessment. Ward (2018) emphasized that collaborative leaders actively seeking feedback from teachers and other stakeholders and utilize the data to inform decision-making, and implementing strategies for more improvement.

Collaborative leader is visionary which he visualizes the future. The vision guides school heads, teachers and stakeholders to finalizes and communicates plans, setting goals and objectives, ignites energy and inspire positive action (Graham 2018). Then, Farmer (2018) added that the strong leaders articulate about the vision and translate this vision into action for the welfare of the school organization.

Then, collaborative leaders build trust among his people in the school organization. Building the trust is the job of the collaborative leadership. Ward (2018) explains that it is necessary elements for progressive school. However, he admits that building trust is not an easy job for the school leaders. Nguyen (2018) pointed out that transparency, being open and integrity of school head are the elements for building trust. The study of Maalouf (2018) confirmed that the trust of teachers developed through transparency, consistency, openness and integrity of a school head.

Likewise, culture of trust in the school is essential. May (2017) pointed out that trust is one of strong and important culture in the school. It inspires group of teachers to perform excellently their function to achieve goals of school. Lucas (2018) emphasized that giving trust over the teachers become important message that they are valued by the school head. Once teachers are valued, they become committed to give their best, work collaboratively with other teachers to achieve the desired higher learning outcome. Then, Mallory (2019) further discussed that the trust of teachers toward their school head contributes of their fully support and excellent performance for the success of the school organization. Likewise, in the study of Malipot (2018), the finding illustrates that if the trust of teachers toward their school head is higher the trust, the teachers' performance also is higher.

In addition, collaborative leadership shares power toward teachers. Sharing power is an act of empowering teachers to be more active in the solving problem and decision making process (Graham, 2018). Mcewan (2019) pointed out that delegating the authority to teachers will nurture them to become independent to perform their assigned task for welfare of the school organization. Melcher (2019) emphasized that collaborative leaders delegate their authority and leadership to the team of teachers to empower them to

perform better for productivity. Anyway, sharing of power of school head has a positive effect to teachers and school. McFarlin (2019) pointed out that delegated teachers perform better in their respective task in the school. They are more productive because they are working collaboratively. Task become easier for them to achieved. McQuerrey (2019) confirmed that empowered team of teachers inspired to perform their specific task collectively and excellently.

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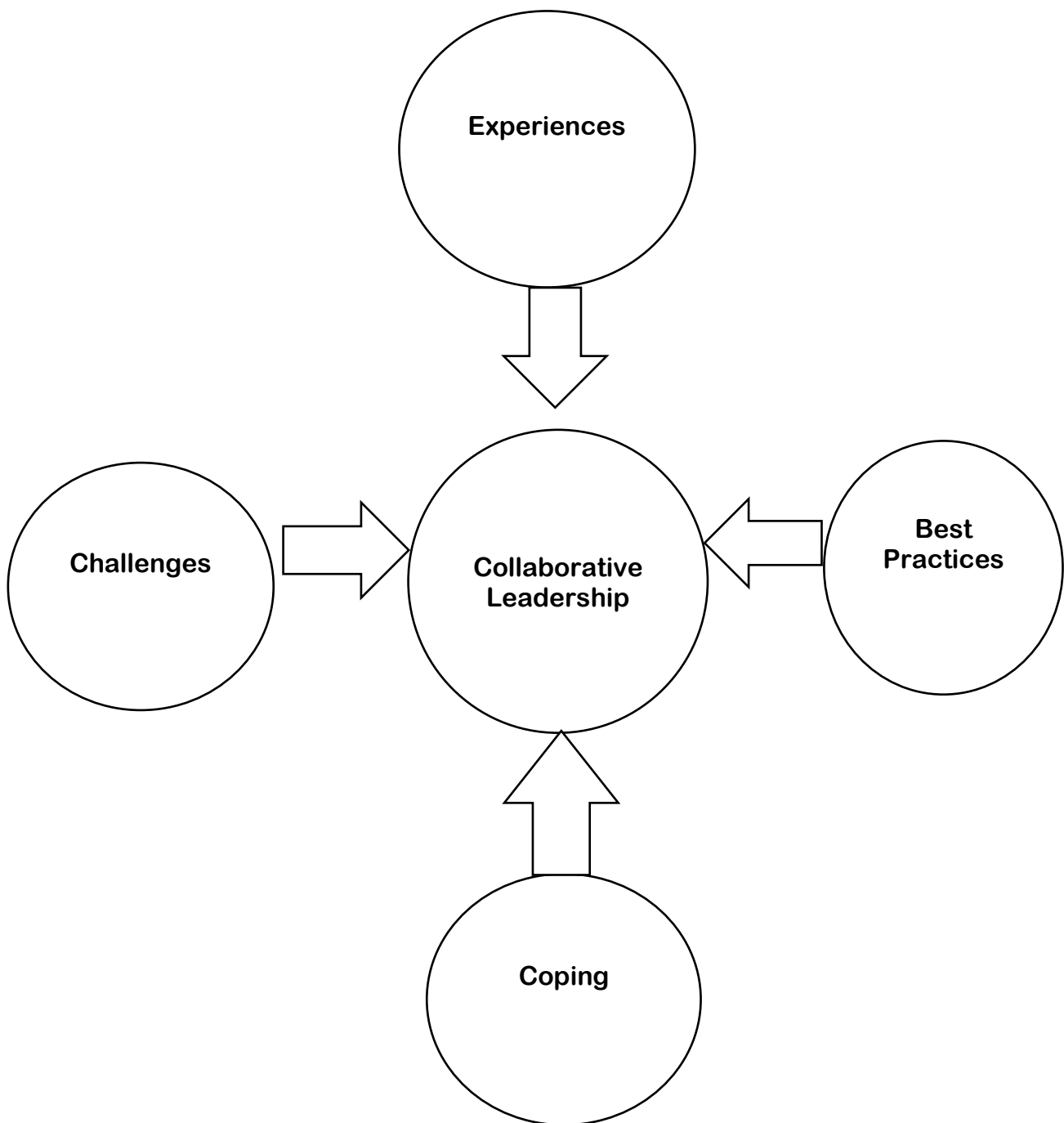
### **Theoretical Lens**

This study anchored in Shared Leadership Theory by Craig L. Pearce (2003). This theory emphasized that leadership is not solely responsibility of school head but it is the responsibility of teachers as member of the team. This theory discusses that the school head distributed the leadership to every teacher purposely to empower and make them effective team in school to work together to achieve school's goals.

Pearce believes that effective distribution of leadership empowers the teachers to perform their roles and the effective collaboration of school heads to teachers can produce improvement in school. As teachers who are willing to support the school head and its endeavour are ready to perform our task as team to achieve higher learning outcome.

Then, the framework proposes a cyclical and interrelated process where teachers inform their experiences on collaborative leadership of school heads, resulting in insights and effective practices. These practices, in turn, enhance the success of collaboration, which helps refine future approaches. The model highlights the ongoing development and improvement of collaborative leadership in school, including effective teamwork, and overall teaching delivery. The conceptual framework offers an organized method for understanding how school heads collaborate to teachers and other stakeholders. It includes four interrelated elements such as experiences, best practices, challenges and cope:

Experiences refer to the background knowledge, education, and practical experiences that teachers possess about collaborative leadership. These factors shape and influence their effective teamwork. Practices refers to the effective methods and approaches that teacher implement, grounded in their experiences. They help maintain consistently effective collaborative leadership in school. Challenges also refers to the difficulties and obstacles that teachers' experienced in the collaborative leadership of the school heads that they teachers need to overcome. Finally, coping mechanism refers to the effective strategies and approaches that teachers implement, grounded in their experiences and challenges. It helps the teachers to effectively perform their functions



**Figure 1. Conceptual Framework**

### Research Questions

This study aimed to determine the challenges, coping and best practices of collaborative leadership of school heads:

1. What are the experiences of the participants on collaborative leadership of school heads on teachers' view?
2. What challenges have the participants encountered in the collaborative leadership of school heads?
3. How do the participants cope with the challenges that they experience on collaborative leadership of school heads?

4. What are the best practices of collaborative leadership of school heads?
5. What are the strategies of the participants to achieve the best practices of the collaborative leadership of school heads?

### **Scope and Delimitation of the Study**

The focus of the study explored the experiences, challenges, coping mechanism and best practices of collaborative leadership of school heads from teachers' view of teachers of Bagong Taas Elementary School, Mabuhay Elementary School, Totoy Elementary School and San Jose Elementary School of Monkayo West District, Monkayo, Davao de Oro during the academic year 2024-2025.

The researcher identified and limited to eight participants who are more than 5 years in the service. They will choose 2 participants per school through purposive sampling technique to ensure that the participants give better responses.

### **Significance of the Study**

The results of this study hope to benefit the following:

**Learners.** The findings of the study helped the learners to be more responsible to support programs, projects and activities of the school system.

**Teachers.** The findings of the study helped the teachers to improve their cooperation to the leadership of school heads to achieve positive outcome.

**School Heads.** The findings of the study helped the school heads to implement more effective leadership approach for productive organization.

**DepEd Officials.** The findings of the study basis of DepEd Officials to carry out training to develop school heads and teachers for effective delivery of performance to achieve higher learning outcome.

**Future Researchers.** The findings of this study provided further attention to all researchers to investigate deeply the determinants of collaborative leadership. This is also a starting point to expand the coverage of the research.

## **METHODS**

### **Research Design**

Qualitative research design was utilized in this study. Lincoln (2022) pointed out that a qualitative research study of things in their natural setting is used to make sense of a phenomenon. Denzin (2022) also noted that qualitative research methodology is exploratory; thus, any information derived is fluid, subjective, and given from the participants' viewpoint based on their understanding, feelings, and experiences. The qualitative part of this study basically examines study participants' lived experiences and challenges (Sauro, 2018).

The phenomenological form is the appropriate design utilized in this study because the relevant experience, including the more profound thoughts of the participants, will be efficiently extracted. Jaynes (2015) confirmed that the relevance of phenomenology is to gather appropriate insight from the participants' experiences and explore the more profound human thoughts, feelings, and understanding to produce genuine results for the study.

### **Research Locale**

The study was conducted in Bagong Taas Elementary School, Mabuhay Elementary School, Totoy Elem-



mentary School, and San Jose Elementary School of Monkayo, Davao De Oro, Philippines. Bagong Taas Elementary School and Totoy Elementary School are located in Barangay Haguimitan, Monkayo, Davao de Oro, 12 kilometers from Poblacion Monkayo. It is a complete Elementary school, with 231 pupils and 15 teachers, including the school head.

Then, Mabuhay Elementary School belongs to Barangay Awao of Monkayo, Davao de Oro, with a distance of 16 kilometers from Poblacion Monkayo. It is also a complete Elementary School with 130 pupils and nine teachers, including the school head.

Finally, Sa Jose Elementary School belongs to Barangay San Jose of Monkayo, Davao de Oro, with a distance of 8 kilometers from Poblacion Monkayo. It is also a complete elementary school with 258 pupils and eight teachers, including the principal.

### **Role of the Researcher**

Since the study was a qualitative phenomenological approach, the researcher is responsible for thematizing, interviewing, and communicating with the participants, collecting data, verifying, transcribing, analyzing, and reporting the information gathered and interpreting the findings in connection to collaborative leadership of school heads (Fink, 2020).

In the thematizing stage, the researcher focused on teachers' experiences of collaborating with school heads, co-teachers, and other stakeholders. To gather the data, researchers shape phenomenological methods to understand teachers' lived experiences on collaborative leadership of school heads. The researcher used in-depth interviews through a validated and approved interview guide to gather relevant information on collaborative leadership.

In the interviewing stage, the researcher was conducting personal in-depth interviews with the identified participants of their chosen convenient time to avoid disturbances. The responses were recorded through audio recording and cellphones.

After the interview, the researcher transcribed the responses of the participants. With the help of the expert data analyst, the researcher did the thematic analysis of the information gathered and drew some conclusions from it.

The next step is the analysis stage, in which the researcher validated and analyzed the data to determine if these are consistent with the participants' responses in the transcription. This process ensures that results are authentic and genuine.

Lastly, the researcher prepared a report by writing findings and discussions of the study that follow the emerging theme of the study.

### **Research Participants**

The research participants in this study comprised eight teachers from 4 schools of Monkayo West District, Monkayo, Davao de Oro, including two teachers from Bagong Taas Elementary School, two teachers from Mabuhay Elementary School, two teachers from Totoy Elementary School, and two teachers from San Jose Elementary School.

Using purposive sampling, the research participants chose on the criteria that the participants shall be a teacher of five years or above, reachable and interested to participate in the study. Teachers with less than five years in service were omitted. Approval from the Department of Education was obtained before these participants were interviewed.

**Data Collection and Procedure**

Before the data gathering, the researcher secured ethical clearance from the Office of the Ethical Review Committee. After the clearance obtained from the ethics review committee, the researcher submitted the interview guide to her adviser and panel for validation.

After the endorsement was taken from the dean of the graduates' school and permission was obtained from the schools' division superintendents, including school principals of 4 schools, the researcher conducted the in-depth interview (IDI) of eight identified participants to gather the qualitative data.

As a matter of procedure, data was collected through audio recording of interviews that happened in a quiet place, making it possible to record voices. This interview audio recording is transcribed verbatim and checked by the participants for confirmation.

**Data Analysis**

In the qualitative method, it is essential to transcribe the participants' answers. It is the basis for researchers to analyze. Then, a clear-spotting technique is utilized in order to ensure that the recordings and the transcribed documents are relatively complete and accurate. The researcher administered thematic analysis to analyze the data. Thematic analysis is one of the most common forms of qualitative research analysis. It emphasized pinpointing, examining and recording patterns (themes) within the data. Themes are patterns across data sets that are important to describing a phenomenon and are associated with a specific research question.

Information and data collected, cared for, and considered confidential. The security of it is not compromised. If the study may be published, the participants' identities will be withheld. The gathered data is appropriately stored, archived securely, and safely. The researcher took measures to protect the anonymity and privacy of every participant's identity. Finally, after the study, the researcher disposed of the survey questionnaires, audio tape, and recorded data.

**Trustworthiness and Credibility**

To recognize the necessity to protect the qualitative data, the researcher ensures that trustworthiness is established by properly observing the four components: credibility, transferability, dependability, and confirmability.

The researcher addressed this study's credibility by ensuring that the perspective of the participants gathered in the interviews is reliable. It sincerely and realistically describes the phenomenon that helps to complete the study. The results are presented to each participant to clarify the authenticity. The results were kept and destroyed after the study.

The researcher addressed this study's transferability by ensuring external validity be achieved. External validity is essential to ascertain that the study's results can be utilized in other situations. However, it would be presumptive to generalize the results as true in other schools, districts, divisions, or regions as unique situations might come out considering that only few teachers are involved in the study.

The researcher addressed the dependability or reliability by ensuring this study's result is genuine. Thus, the researcher conducted observations and asked questions on important issues to ensure the consistency of the results.

Lastly, the researcher addressed confirmability by ensuring the result was authentic by using audit trails and returning the data to participants for verification. The participants asked to affix their signatures confirming that the data are proven true and ready for the exposition.

Therefore, to establish trustworthiness in qualitative is appropriately observed. Thus, in the qualitative, the researcher applied the four components with the six considerations to determine if the method, the findings, and interpretation of the qualitative research have been conducted with trustworthiness. These are: evidences of thick description, member-checking, triangulation strategies, collaboration between me and the participants, reflexivity and transferability.

### **Ethical Considerations**

Ethical consideration is very essential in the qualitative study. It presents the beliefs and concepts that should be maintained throughout the study (Bhashin, 2020). With this, the researcher was ensuring that the ethical standards are strictly followed throughout the study addressing the areas that follow:

**Social Value.** This research answered the issues on the collaborative leadership of school heads in selected few schools of Monkayo West District, Monkayo, Davao de Oro. This study aimed to discover implication of collaborative leadership of school in schools and teachers in the identified schools of Monkayo East District. The results shared to the community through the Department of Education (DepEd) and published in the online journal, so other related research studies can make use of it as a reference.

**Informed Consent.** The researcher distributed Informed Consent Forms (ICF) to the identified participants. The researcher disclosed the essential information such as the name and affiliation of the researcher. It emphasized that the participation of the participants is purely voluntary and they are free to withdraw anytime they feel any discomfort. The purpose of the study was explained, along with the procedures carried out for the study.

**Vulnerability of the Research Participants.** The researcher explained the entire process of the conducted in-depth interview and also emphasized that the participants have the freedom to opt out of the interview if they experience any discomfort and it was not affect them in any aspect.

**Risks, Benefits, and Safety.** The researcher explained the benefits of the participant's participation in the study. The in-depth interview also be done during the most convenient time and place for the participants and any expenses incurred by them for the study will be reimbursed by the researcher.

**Privacy and Confidentiality of Information.** The researcher must sure that the participant's personal information, identity, and data gathered be kept confidential and secured to ensure that the Data Privacy Act of 2012 is being followed. The data collected is recorded using a mobile phone and the files transferred to a Google drive, which only the researcher can access. The data destroyed after the study conducted.

**Justice.** The research participants were chosen based on the inclusion criteria. Thus, participants included of the study are teachers of public schools who are in the service for at least five years and who have personally implemented students' discipline to nurture the learners. However, in any case that research participants might incur their expenses during the conduct of the interview, the researcher would be reimbursed them. They were given a token of appreciation for the inconvenience that the study might have caused.

**Transparency.** To address this aspect, the researcher disclosed the affiliations and the objective of the study. The research participants were given a copy of the transcript of their answers to verify the reliability and validity of the data gathered

**Qualification of the Researcher.** The researcher had enough experience in conducting a study for being completed research subject in the graduate studies and being also teacher of public school who involved in the basic research of the Department of Education (DepEd).

## FINDINGS

This part presents the findings to the research questions that explored the perspectives of teachers on collaborative leadership of school heads. The primary focused of the investigation was to discover the best challenges, coping mechanism, best practices of collaborative leadership of school head. The research participants of the study were 8 teachers from Bagong Taas Elementary School, Mabuhay Elementary School, San Jose Elementary School and Totoy Elementary School, Monkayo West District, Davao de Oro who purposely chosen to answer the interview question during the in-depth interview.

The responses of the participants were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used in order to conceal the identification of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

### What are the experiences of participants on collaborative leadership of school heads?

This section presents the results to the 1<sup>st</sup> major research question; “What are experiences of participants on collaborative leadership of school heads?” Three specific research questions were used to gather data and information for this major research question. The question was intended to gather information on the understanding of the research participants regarding the collaborative leadership of school heads.

#### Experiences in Collaborative leadership of school Heads

The themes in this section came from the specific question 1.1 ‘What were your experiences on collaborative leadership of school heads?’ The responses generated six themes: transparent and open communication, empower to do the task, lead teachers to perform role productively, established open communication and experienced bad collaboration and never accepts suggestions.

**Transparent and Open Communication.** The response of the participant manifests that their school head is transparent and open communication to everyone. This mean that the transaction of the school head is visible, open and involve everyone in all school affairs. Informant 1 articulated about their school head, by saying that:

In my experience, our school head is transparent and open. He communicates us in all things in school. He involved us through sharing the responsibility in order to achieve our goal easily. He leads us in order to have more positive school climate.

Informant 6 mentioned similar ideas, to wit:

My experience to collaborative school head, we are open to share our suggestions or opinions to him. We can also open to ask him things and he calmly answered to enlighten us issues and concern.

Informant 8 mentioned that she faced the challenges and emphasized that he need to look for appropriate ways while saying that:

*Ang akong kasinatian bilang bag-ong magtutudlo, ang among school head open ang komunikasyon para sa tanan. Gina apil mi niya sa paglano ug pag implementar sa mga activities. Kauban namo siya kanunay sa mga buluhaton.*

(My experience as new teacher, our school head is open to all of us. He involved us in planning and implementation of every activity. We work with).

**Empowered Teachers to do Task.** The responses of the participants manifested that the school head empowers the teacher to do the task. This meant that school head develops the teacher to performs their role for the welfare of the students. Informant 2 reveals that their school empower them to all situation, by saying;

My experience, our school head empowered us teachers to do our tasks. He empowers us to decide in a situations and encourage us to build relationship with co-teachers and stakeholders for welfare of the school and learners.

**Lead Teachers to Perform Role Productively.** The role of the leader is to lead the organization to achieve the goal. The response of the informants' manifests that the school head leads the team of teachers to perform their role productively. Informant 3 discloses that their school head leads them to achieve their goals, as she shared that:

I experienced that my school head delegates his role to teachers in order achieve easily. Then he leads us in order to perform our role productively.

Then, informant 4 reiterated the same ideas, to wit;

Our school head established open communication for everyone. He allowed us to share our ideas and present our sentiment. Then, he listens and responded all our suggestion.

**Experienced Bad Collaboration and Never Accepts Suggestions.** The collaborative leader opens and build linkages to everyone, However, as the responses of the participants' manifest that the school head displayed of bad collaboration. He never accepts ideas from teacher and other staff. Informant 5 expressed her agony by saying that:

I experienced bad collaboration of our school head. He never accepts our suggestions for school improvement. He insists his own and requires us to follow.

**Learned a Lot from School Head.** Collaborative leaders focus to develop his subordinates to perform their role productively. The responses of the participants' manifest that as teacher, he learned a lot from his school head. It means that school head equips his subordinate with skills and abilities. Informant 7 expressed this way:

My experience, I have learned a lot from my school head because he trained me how to become a good teacher and to work other such as administrative functions.



### Relevance of Collaborative Leadership of School Heads

This section presents the results to the specific research question 1.2 “How relevant is collaborative leadership of school heads to teachers?” It is under the 1<sup>st</sup> major research question, “What are experiences of participants on maintaining student discipline?” The responses generated two themes, very important, and significant:

**Very Important.** The result revealed that collaborative leadership of school head is very important to school and teachers. It gives strength and courage to everyone in school. Informant 2, expressed how important of collaborative leadership, by saying that:

Collaborative leadership of school heads is important to school and teachers. It gives us strength and courage to do our task as one team. As team, we feel that hard task become lighter and easier.

It was supported by informant 3, by stating that;

*Importanti sa mga guro ang pagiging collaborative na lider. Pinapalakas nito ang propesyunal na pag-unlad ng mga guro. Nagpapalakas ng loob ng mga guro upang magampanan ang kanilang mga trabaho.*

(Importanti sa mga guro ang pagiging collaborative na lider. Pinapalakas nito ang propesyunal na pag-unlad ng mga guro. Nagpapalakas ng loob ng mga guro upang magampanan ang kanilang mga trabaho).

Informant 4 narrated that;

Collaborative leadership is important. It promotes positive and fair learning environment for everyone.

Then, similar ideas presented by informant 5;

Collaboration in school is important because school is composed of brilliant people who have brilliant idea that need to be involved.

Moreover, informant 7 articulated about the importance of collaboration of school head, saying this way;

Collaboration in school is important because school is composed of brilliant people who have brilliant idea that need to be involved.

In addition, informant 6 articulated, this way;

Collaboration in school is important because school is composed of brilliant people who have brilliant idea that need to be involved.

In addition, informant 8 saying that;

*Importanti kaayo tungod sa pagpalig-on sa teamwork sa mga magtutudlo dinhi sa tulunghaan.*

(It is important because it strengthen the teamwork of team of teachers in school).

**Significant.** The responses of the informants reveal that the collaborative leadership of school head is significant to the teachers. Collaborative leadership of school head improve morale and motivation of teacher that lead to teaching development. Anyway, informant 1 narrated that:

Collaborate school leadership is significant. It benefits teachers and students. When the school head involves teachers in decision making, it will boost teacher morale, motivation and sense of ownership and may lead into teaching improvement. The teachers feel a sense of agency rather than simply being instructed and they openly share their best practices to support success.

### **Response to Collaborative Effort of School Heads**

This section presents the results to the specific research question 1.3 “How did you respond to the collaborative effort of school heads?” It is under the 1<sup>st</sup> major research question, “What are the experiences of the participants on collaborative leadership of school heads?” The responses generated six themes, supporting school heads plan, extending cooperation, obedient to school heads’ directives and initiatives, performing directives in school, responded positively, respond with open heart and active participation and open communication.

**Supporting School Heads Plan.** The response of the informant manifests that the teachers responded on the collaborative leadership of school heads through supporting school head’s plans. Informant 1 by stating that:

Teachers support the school heads in implementing school plans, programs and projects as respond to school heads collaborative effort. Teachers are supportive to the school heads in all his effort.

In addition, informant 5 by stating that:

I responded to the collaborative effort of the school head by supporting his plans for the school. As teacher, I need to cooperate all the undertakings of my school head.

**Extending Cooperation, Obedient to School Head’s Directives and Initiatives.** The response of the informant manifests that the teachers obedient to the instructions of the school heads and extending their support. It meant that the teachers supportive and obedient to schools’ heads. Informant 4 articulating that:

I responded through extending cooperation, obedient to all directives and initiatives of school heads.

Informant 8 discussed how they support to te school head that:

*Gisuportahan nako akong school head. Gitabangan nako siya sa mga kalihokan ug mag buluhaton. Malipayon ko nga naga trabaho uban niya ug sa akong mga kaubanan nga magtutudlo.*

(I supported my school head. I helped him to the work and activities. I was glad to work with him together with other teachers).

**Perform Directives in School.** The responses of the informants manifest that teacher support the collaborative efforts of school head through complying all directives. It means that teachers supported all the programs of the school heads. Informant 2 articulated that:

I responded my school head and his collaboration effort through performing his directives in school.

**Responded Positively.** The responses of the informants manifest that teachers' supports the school head through responded positively correct misbehavior of students by making themselves an example. It means that teachers supported the school heads. Informant 3 narrated that:

I responded positively the effort of my school head to school for the welfare of teacher and children.

**Respond with Open Heart.** The responses of the participants' manifest that the teachers responded to the school head with open heart. This meant that the teachers supported the school head heartily. Informant 6 noted by saying that:

I respond it with open heart. I accept all ideas of our school head for the good of the school but refuse of things which is not acceptable.

**Active Participation and Open Communication.** The responses of the informants reveal that teachers supported the school actively with open communication. This meant that the teachers open their communication to the school head and responded actively to all programs and activities. Informant 7 articulated on her statement;

I responded to the collaborative leadership of school head through active participation and open communication.

### Challenges of the Collaborative Leadership of School Heads

This section presents the results to the 2<sup>nd</sup> major research question 'What are challenges the participants encountered in the collaborative leadership of school heads?' Two specific research questions were used to collect data for this question highlighting the understanding of the research informants on the best practices in maintaining student discipline.

### Challenges Encountered of Collaborative Leadership of School Heads

The themes derived from the responses of the research informants to the specific research question 2.1 'What are the challenges you encountered as a teacher of a school head collaborative leadership? The themes generated were lack of support, poor communication, and poor ability to settle disputes, imposing own decision without informing subordinates, challenged balancing directives and manage classroom, not listening, blame and scold teachers and poor collaboration.

**Lack of Support.** As challenged encountered in the collaborative leadership of school head, participants revealed that during the school activities no support given by the school head. Informant 1 made presented her statement, by saying that;

I experienced of managing of school event without support of the school head. He only instructs me to manage the activity but no support financially and morally coming from school head.

The informant 6 presented similar ideas by saying that;

*Ang mga hagit nga akong naagian sa akong school head, kanang pasagdan lang mi niya sa mga buluhaton. Wala nagahatag ug budget para magamit. Lisod kaayo ang among kahimtang.*

(Challenges I experienced of my school head, he let us did our activity without even allocated budget. This situation is too hard for us).

**Poor Communication and Poor Ability to Settle Disputes.** The function of the collaborative leadership is to communicate the teachers and settles any disputes for effective delivery of the teaching duties. The responses of the informants the school head manifested of poor communication and poor abilities to manage conflicts in school. Informant 3 expressed her sentiment by expressing that:

Poor communication of school that mislead teachers to perform and to achieve goals. Poor ability to settle disputes arise in school due to diversity of personality of teachers.

On the other hand, informant added to the statement, by saying that:

Poor communication of school head is our problem in school. He never informed us about the issuances of the higher office which we comply it always late. We feel disgusted.

**Imposing Own Decision Without Informing Subordinates.** Collaborative leaders empowered subordinates and involved them in the decision making. Thus, the response of the participant revealed that the school head is authoritarian. Imposing decision without involving the teachers. The informant No. 2 testified that the school head is authoritarian, by saying that:

Imposing his own decision in school without our informing us being his subordinates. That scenario creates disagreement between him and teachers.

**Challenged Balancing Directives and Manage Classroom.** The responses of the participants manifested that the challenge of teachers to collaborative leadership of school head how to balance the teaching duties of teachers and to perform the directives of school head. This meant that it is hard to balance because both need of time. The informant No. 4 testified, by stating that:

The challenge, how to balance directives of school heads and to manage classroom. These two become challenge for me because both needs my time and effort.

**Not Listening, Blamed and Scold Teachers.** As leading the team, school head need to listen and supportive to the members to efficiently achieved schools' goals. The responses of the participants

revealed that the school head not listened to the explanation of teachers, instead of extending his support he blamed and scolded the teachers.

Informant No. 5 expressed her sentiment toward school head, by saying that:  
During problem, our school head did not listen to the explanation of teachers. He blames anybody and scolded them in front of other teachers.

**Poor Collaboration.** The effective collaborative leader collaborates teachers to make the job easier. The responses of the participants revealed that the school head manifested poor collaboration toward teachers. He never involves teachers in planning and decision making the teachers and stakeholders. The informant No. 8 expressed her sentiment toward school head, to wit:

Poor collaboration of school is a problem of every one of us. He never involved us during planning and blames us if the implementation is failure. He wants to involved us during failure but claimed the glory if succeed.

### **Challenges Impact to Duties as Teachers**

The themes derived from the responses of the research informants to the specific research question 2.2 'How do these challenges affect your role as teacher?' The themes generated were: burden and disturbs teaching duties, reduces motivation and destroy teamwork, affects time management and students learning and interrupts classes and cannot perform job properly.

**Burden and Disturbs Teaching Duties.** The responses of the participants manifested that the challenges become burden to teachers that disturbs their teaching duties. Informant 1 expressed their sentiments, to wit:

Become burden to me managing an activity without support. It disturbs my teaching duties which need to focus for developing the students.

Informant 2 articulated similar idea:

I build strong and respectful relationship with my students It gives me burden to perform my teaching duties, as well as my co-teachers.

**Reduces Motivation and Destroy Teamwork.** The responses of the participants manifested that challenges reduces the motivation of teachers and destroy the team work in school. Then, Informant 3 presented of this idea, to wit:

Poor communication and chaos in school reduce motivation of teachers that affect the productivity of teachers, too.

Finally, Informant 5 articulated of this statement that:

It loses our motivation and destroy teamwork of teachers. Due to bad collaboration of school head, I lose my support to him.

**Affects Time Management and Students Learning.** The responses of the participants manifested that challenges affect the time management teachers which this affect learning of the student. Informant No. 4 illustrated that the additional work given to teachers, affects their classroom management, by saying that:



Additional work extended to me affects my time management to my classroom. It affects also learning of the students.

Informant No. 6 added:

*Naka apekto gyud sa akong trabaho bilang magtutudlo. Ang panahon nga gamiton sa pagtudlo, magamit sa pagpangita ug resources para sa mga activity.*

(It really affects to my work as a teacher. The time intended for teaching used to look for resources for the activities).

**Interrupts Classes and Cannot Perform Job Properly.** The responses of the participants revealed that the challenges disturb the classes that makes teacher could not their teaching job properly. Informant 7 described how the challenge affects her as teacher, by saying that:

It interrupts my classes which make me tired. And there are instances that I cannot perform my job properly.

Informant 8 expressed similar sentiment, by saying that:

*Ang mga problema tungod sa mahina nga collaboration sa school head, naka apekto sa among mga trabaho bilang magtutudlo tungod kay isa ra mi ka lawas diri sa eskwelahan. Dapat magkahiusa ming tanan.*

(The poor collaboration of school head affects our works being teachers because we are one body in school. We need to be united).

### **Mechanism with the Challenges on Collaborative Leadership**

The results in this section were from the responses to the specific research questions used to gather data for the 3<sup>rd</sup> major research question, 'How do the participants cope with the challenges that they experience on collaborative leadership of school heads?' Three specific research questions were utilized to collect data and pieces of information.

### **Mechanism Employed to Cope with Challenges**

This section presents the results to the specific question 3.1 What mechanism did you employ to cope with the struggles on collaborative leadership of school heads? The themes were; need to be strong and saying no to additional task, focus to perform teaching duties, remain professional in all situations, manage time efficiently and being strong.

**Need to be Strong and Saying No to Additional Task.** The responses of the informants revealed that the coping mechanism of teachers to the challenges, teachers need to be strong and need to refuse accept to additional task. Informant 1 narrated her strategies, by stating that:

I need to be strong and say no any additional task given by the school heads.

Informant 7 added, by saying that:

The mechanism I employ to cope, I said no to additional administrative job that being require by school head to perform.

**Focus to Perform Teaching Duties.** The responses of the informants revealed that the coping mechanism of teachers to the challenges, focused to the performance of duties for the welfare of the students. Informant 3 narrated her view, that:

I focus to perform my teaching duties. I always think the welfare of my students rather than the welfare of my school head.

Informant 8 added the same view:

*Focus lang ko sa akong trabaho. Sa tinuod lang ang kaugmaon sa mga bata maoy pinaka concern nako bilang magtutudlo.*

(I need to focus to my work. Truly, as teacher my main concern is the welfare of the students).

**Remains Professional in all Situations.** As disclosed by the participants that the coping mechanism during the challenges, it need to remain professional in handling situation. This meant that whatever situations, teachers deal it professionally. Informant No. 2 illustrated the following idea, by saying that:

Remain professional in all situations. I always think this is for the sake of work performance not personal.

**Manage Time Efficiently.** As revealed by the informants that approach coping mechanism of teachers on challenges, they manage their time efficiently in order to manage activities in school. The informant No. 4 narrated her views:

I opted to manage my time efficiently in order to deliver effective teaching toward my pupils. This is the way to cope the challenges.

**Being Strong.** As disclosed by the participants that the coping mechanism of teachers to the different challenges, they need to be strong and positively looks alternatives that activities be implemented properly. Informant No. 5 illustrated this following idea, narrated that:

*Mag lig-on nalang gyud ug mangita ug pamaagi sa tanang butang para mahimo ang mga buluhaton.*

(It need to be strong and look ways in order to perform all activities).

### **Effective Strategies Used to Overcome the Challenges of the Collaborative Leadership of School Heads**

This section presents the results to the specific question 3.2 ‘What effective strategies did you use to overcome the struggles of the collaborative leadership of school heads? The generated themes were: remain calm and strong in all circumstances, remains positive, dealing school and school head problems

professionally, having effective communication between teacher and school heads, find ways and ask help to colleagues and saying no additional task.

**Remain Calm and Strong in all Circumstances.** As manifested by the informants that the strategy of teacher to overcome the challenges of collaborative leadership of school head, they remained calm and strong in all circumstances. Informant 3 narrated that she calms in any situation, saying that:

Remain calm in all circumstance. I always observe the proper protocol to avoid misunderstanding.

Informant 5 narrated the same observation, saying that:

To overcome, I remain to be strong in all circumstances. If there are problems, I remain strong and also resilient in order to resolve it.

In addition, Informant 8 explained the same idea, to wit:

*Padayon lang nga malig-on bisan unsa pa ang mga problema aron makab-ot nako ang tumong ug tuyo sa akong trabaho.*

(Whatever problem continue to achieved the goals of my work).

**Remain Positive.** Challenges in school really affects the teaching delivery, however it needs to overcome. As revealed by the informants that that the strategy of teacher to overcome the challenges of collaborative leadership of school head, they remain positive. This meant that the teacher remains positive in all circumstance. Informant 1 expressed that she set as model of the discipline imposed, by saying that:

I remain positive and continue doing what is right in school. Then, I open up my burden to my school head to inform him so that he can respond positively next time.

**Dealing School and School Head Problem Professionally.** Challenges in school really affects the teaching delivery, however it needs to overcome. As revealed by the informants that the strategy to overcome the challenges of collaborative leadership of school head, teachers deal problem in school and school head professionally. This meant the teachers never takes problems as personal but deal it professionally.

Informant 2 expressed her way of dealing problem in school, by saying that:

As a teacher, I deal all the problems in school and toward my school head professionally. I never take it as personal.

**Having Effective Communication Between Teacher and School Head.** As revealed by the responses of the informants that the strategy to overcome collaborative leadership of school head, teacher communicate effectively the school head. This meant that teachers talked in order for the school head to understand their sentiments. Informant 4 narrated her idea, narrated that:

It necessary that there is effective communication between teacher and school head. Then, I talk to the school head for him to understand the sentiment of teachers.

**Find Ways and Ask Help of Colleagues.** The problem becomes barrier to deliver effectively the teaching duties of teachers. The responses of the participants manifested that the strategy to overcome the challenges of collaborative leadership of school head, the teachers find appropriate ways and asking help of the co-teachers. Informant 6 narrated her strategy to overcome challenges, to wit:

*Mangita ug pamaagi ug magpatabang sa mga kaubanan nga magtutudlo aron ma overcome ang mga challenges. Mas nindot nga daghan kay mas gaan ang mga buluhaton.*

(Look for a way and ask help of colleagues to overcome the challenges. Work become lighter when many are doing it).

**Saying No to Additional Task.** The responses of the participants manifested that the strategy to overcome the challenges of collaborative leadership of school head, the teachers said no to additional task given by the school head. Informant 7 testified that she no to school head additional works, by saying that:

*Basta makit-an ko sa akong school head, iya gyud ko suguon ko niya sa mga trabahoon nga dili nako trabaho. Basta dili nako makaya, ang strategy nako moingon gyud ko nga dili.*

(The moment my school head sees me, he let me to do administrative work. However, If I cannot do it, I really said no to him).

### **Supports Got from Other People to Overcome Challenges Encountered**

This section presents the results to the specific question 3.3 What kinds of support did you get from other people to overcome the struggles encountered on the collaborative leadership of school heads? The generated themes were: love and encouragement, moral support, appropriate counselling extended by colleague and friends, continue extending moral support and family cares.

**Love and Encouragement.** The result manifests that family and friend displayed their love to teachers and continue encouraged to overcome challenges encountered in collaborative leadership of school. This meant that love of family and friends become a strength of teachers to overcome challenges. Informant 2 expressed how the family and friends supported her, by saying that:

Encouragement afforded by my family and friends to all the challenges I encountered in school.

Informant 7 reiterate the statement her family supported her, to wit:

*Pagpangga ug pagdasig ang suporta nga makuha nako sa akong bana. Sa panahon nga naa koy problema, sa akong bana ko naga share. Ginadasig gyud ko niya nga padayon lang.*

(Support given of my husband to me is love and encouragement. In time of problem I share to my husband. He encourages me).

Informant 6 expressed similar ideas that:

*Pulong sa paglig-on ang suporta nga akong madawat sa akong mga kaubanan. Nagadasig sila kanako sa panahon nga naay mga problema.*

(Words of encouragement I received from my co-teachers. They encourage me when I have a problems)

**Moral Support.** The responses of the informants manifested that the family and friends extended moral supports to teachers in order to overcome challenges in the collaborative leadership of school heads. Informant 1 expressed her views, by stating that:

Moral support from my family and friends. They extended encouragement to me during the time of burden.

Informant 8 expressed similar views, by stating that:

Moral support common extended by my family, friends and colleague during problem

**Appropriate Counselling Extended by Colleagues and Friends.** The responses of the participants manifested that the co-teachers and friends extended support through advices to teachers to overcome challenges in the collaborative leadership of school head. Informant 3 expressed how her colleague extended support, by saying that:

Appropriate counselling extended to me by my colleague and friends to give me strength to overcome all problems

**Continue Extending Moral Support.** The result manifested by the informants that the family continue giving moral support to teachers in order to overcome challenges. It meant that the family continue to support the teachers. Informant 4 expressed her views about family supports, by saying that:

My family continue extend their moral support to me especially during hardship.

**Family Cares.** The result manifested by the informants that the care of the family strengthens teachers to overcome challenges in school due to poor collaborative leadership of school heads. Informant 5 expressed her views about family cares, that:

My family cares me all the time especially in hard and difficult time. They are always with me to encourage.

### Strategies Employed by School Heads in Showing Collaborative Leadership

The results in this section were from the responses to the specific research questions used to gather data for the 4<sup>th</sup> major research question, 'What are the best practices of collaborative leadership of school heads?' Two specific research questions were utilized to collect data and pieces information.

This section presents the results to the specific question 4.1 What are the strategies that you have employed in supporting collaborative leadership of school heads? The themes were; encourage teachers to work as a team, involve teachers in planning and decision making, extended financial and moral support, leads team toward achieving roles, shows empathy and compassion, build relation and open communication, listen attentively, transparent especially on financial aspect and shows effort.

**Encourage Teachers to Work as a Team.** Collaborative leaders initiate teamwork in the organization. The responses of the informants revealed that the school head encouraged teacher to work as a team. This meant that school head exerting effort to develop teamwork in school.



Informant 2 expressed that their school head extending effort to collaborate, to wit;  
It encourages us to work as one team. He delegated different role to all teachers. And he leads to work together to achieve to different goals of the school.

Informant 3 articulated of similar ideas, by saying that:

Our school head involved us in an activity from planning and implementation. He encourages us to work as a team. Then, he leads the team toward achieving the roles.

Finally, Informant 8 expressed the same concept, by saying that:

*Gusto niya mag trabaho bilang usa ka team. Gina build niya ispiritu sa panaghiusa para sayon sa pag abot sa among goal.*

(He wanted us to work as one team. He builds the spirit of teamwork to make easier to achieve our goal).

**Involve Teachers in Planning and Decision Making.** Collaborative school head is transparent which involves teachers in planning. The responses of the informants revealed that the school head involves the teacher in planning and decision making. Informant 1 expressed that the school head involves teachers in planning and decision making, to wit;

Our school head really involved of us in planning and decision making.

Informant 3 expressed similar idea, to wit;

Our school head involved us in an activity from planning and implementation.

**Extended Financial and Moral Support.** The support of the school head is essential to the teachers. As disclosed by the participants that their school the school head extended support to teachers through financial and moral. Informant No. 1 illustrated the following idea, by stating that:

He extended financial and moral support to every teacher. He supervises us properly whom hi presence is visible.

**Leads Team Toward Achieving Goals.** The purpose of teamwork in school is to achieve the goal. However, as revealed by the informant that the strategy of the school head to show his collaborative leadership through leading the team of teachers to achieve the goal. The informant No. 2 narrated her views:

And he leads to work together to achieve to different goals of the school.

The informant No. 3 presented similar idea, to wit:

The school head leads the team of teachers in order to achieving the school's goals.

**Shows Empathy and Compassion.** Empathy and compassion are qualities of collaborative leader. As disclosed by the participants that the school head manifested empathy and compassion to the teachers. This meant that school head shows understand to the situations and problems of teachers. Informant No. 4 illustrated the following idea, by stating that:

Our school head shows empathy to teachers. He became compassionate to all the need of teachers. He extended his support to everyone in school.

**Build and Open Communication.** Open communication is one quality of good and effective school head. The response of the participant disclosed that the school head builds harmonious relation to teachers through opening the communication to everyone. Informant No. 5 illustrated the following idea, by saying that:

Our school head, build relations to us teachers. He opens his communication and involved us in decision making.

**Listen Attentively.** The response of the participant disclosed that the school head listens attentively to the request of teachers and responded it positively. Informant No. 7 illustrated the following idea, by saying that:

Our school head, listen attentively to teachers and demonstrating empathy and understanding. Then, he responded positively our request.

**Transparent Especially on Financial Aspect.** Transparency is one quality of good and effective school head. The response of the participant disclosed that the school head become transparent to the teachers and stakeholder especially financial aspect. Informant No. 5 illustrated the following idea, by saying that:

Our school head is transparent to all of us especially the financial aspect. Then he involved us of all activities from planning, execution and assessment.

**Shows Effort.** Collaborative leader produces an effective teamwork in school. The response of the participant disclosed that the school head shows an effort to build teachers' teamwork to easily achieve school's goal. Informant No. 8 illustrated the following idea, by saying that:

*Ang among school head nagpakita ug effort aron magkahiusa ang mga magtutudlo.*

(Our school head shows an effort to make the teachers united).

### **Best Practices on Collaborative Leadership of School Heads**

This section presents the results to the specific question 4.2 'What are best practices on collaborative leadership of school heads? The generated themes were: foster open communication and promoted learning environment, develop effective teachers' teamwork, develop harmonious relationship of teachers and school heads, encourages teamwork, builds teachers trust and develop respect and manages conflict in school and restore harmony.

**Foster Open Communication and Promotes Positive Learning Environment.** The responses of the informants revealed that the best practice of collaborative leadership of school head, fosters open

communication to teachers and stakeholders in school to promotes positive learning environment. Informant 3 expressed that school head open the communication to teachers, by saying that:

Our school head, foster open communication among us and promotes positive learning environment for everyone.

Informant 7 expressed similar statement, that:

The best practice of collaborative leadership is creating positive school climate that necessary for quality teaching delivery for quality education for all students.

**Develop Effective Teachers Teamwork.** The responses of the informants revealed that the best practice of the collaborative leadership of school head, it develops effective teamwork of teachers that work together to achieve the goals of the school. Informant 5 expressed that how the school head develops the teamwork, by stating that:

Collaborative leadership develop effective teamwork of teachers in schools. He strengthens the cooperation of teachers for higher learning outcome.

Informant 8 expressed similar idea, by stating that:

*Adunay teamwork diha sulod sa eskwelahan. Ang collaborative leadership maga lig-on sa team sa mga magtutudlo. Nagapasayon sa mga buluhaton.*

(There is teamwork in the school. Then, collaborative leadership strengthen team of teachers that simplify the works of teacher).

**Develop Harmonious Relationship of Teachers and School Heads.** As disclosed by the participant that the collaborative leadership of school head develop harmonious relationship between teacher and school head. This meant that relationship of teachers and school head improved after the school head starts to collaborative.

Informant 1 expressed this way;

The collaborative leadership of school heads develop harmonious relationship of teachers and school heads that helps to achieve school success.

**Encourages Teamwork.** Collaborative school leaders organize teamwork in the school. As revealed by the informant that the collaborative leadership encourages teamwork. This meant that school head recognizes the importance of teamwork in school to make the heavy task lighter. The informant No. 2 expressed her views, to wit:

It encourages teamwork. Collaborative leadership of our school head leads to an effective teamwork in school.

**Builds Teachers Trust and Develop Respect.** Collaboration of school head build trust and respect over his people. As disclosed by the participants that the best practice of collaborative leadership builds trusts and over develop respects toward his subordinate. Informant 4 illustrated the following idea, by stating that:

Collaborative leadership builds trust of teachers to the school head.  
Teachers develop their respect to school head.

**Manages Conflict in School and Restores Harmony.** The response of the participant disclosed that the best practice of collaborative leadership, manages the conflict of teachers in school and restores the harmony for effective delivery of services toward the students.

Informant 6 expressed this following idea, to wit:

One of best practices of collaborative leadership, it manages conflict in school that involved teachers. Our school head as collaborative leader, he restores harmony among teachers in school.

### **Strategies to Achieve Best Practices in the Collaborative Leadership**

The results in this section were from the responses to the specific research questions used to gather data for the 5<sup>th</sup> major research question, 'What are the strategies of the participants to achieve the best practices in the collaborative of school heads?' Three specific research questions were utilized to collect data and pieces information.

#### **Approaches to Build Positive Relations**

This section presents the results to the specific question 5.1 What approaches did you employ to build positive relations with school heads to have effective collaborative leadership? The themes were; showing support to school heads undertakings, showing trust and respect, showing professionalism in dealing with school head and being open minded.

**Showing Support to School Heads Undertakings.** As teacher, one and important duties is to support the activities of school. As the responses of the informants revealed that teachers manifested supports to school and his undertaking. It means that the teachers is supportive to programs of school head.

Informant 2 expressed that she supports the school head, to wit:

Showing support to all undertaking of the school head for the welfare of the school and the learners through responding all of his instructions and directives.

Informant 3 expressed of the same idea, that:

I manifest of support to my school head of all his endeavor and hard work for establishing effective school for the students.

Informant 5 narrated her views to wit:

For me, being obedient to school head. I always supported him for all his plans and activities in school that focus for the welfare of learners.

However, Informant 6 articulated of the same statement, to wit:

*Nagpakita ug pag suporta sa mga plano sa school head. Suportahan ang iyang mga activities sa school.*

(Manifest support to the plan of school head. Then support all his activities in school).

**Showing Trust and Respect.** As teacher, one of the important duties is to respect the school head. As the responses of the informants manifested that teachers manifested respect and trust to their school head. Informant No. 4 articulated that she respect her school head, by saying that:

I show trust and respect toward the school head and continue being cooperative to him for all his endeavor.

Informant 8 expressed similar idea:

*Respeto ug pagsalig akong gihatag sa akong school head pamaagi nga mapanday ang maayong relasyon tali nako ug sa akong school head.*

(I give my trust and respect to our school to build the harmonious relationship between me and my school).

**Showing Professionalism in Dealing with School Head.** As teachers necessary to show professionalism. As disclosed by the participant that the teachers deal with their school with professionalism. Informant 1 illustrated the following idea, by saying that:

I show professionalism dealing my school head. I also show support to all school plans, projects and activities.

**Being Open Minded.** As disclosed by the participant that teachers open minded and willing to cooperate to the programs and activities of the school head. This meant teachers willing to work with the school for the welfare of the learners. The informant 7 narrated her views:

I become open minded teacher who willing to cooperate and work to the school for the good of the school.

### **Ways to Address Problems Affecting Effective Collaboration**

This section presents the results to the specific question 5.2 ‘How do you address problems that affect effective collaborative leadership of school heads? The generated themes were: address problem positively, discuss issues constructively and avoid blaming, improve communication with school head, discuss and resolved problem professionally, address problem through open communication, resolved problem immediately, encouraged co-teachers to continue support school head, remain obedient and supportive and resolved problem in a peaceful way.

**Address Problem Positively, Discuss Issues Constructively and Avoid Blaming.** The mandated task for the teaching personnel is to deliver the curriculum to the students effectively. As manifested by the informants that teachers addressed the problem through discussing it constructively, without blaming to develop in order to have effective collaboration for the welfare of the learners.

Informant 1 expressed how she supports the school head, stating that:

I address problem in school positively. We discuss issues constructively in order to build relations than create chaos. We avoid blaming instead looking ways to improve our performance.

**Improve Communication with School Head.** To have effective communication is one of the functions of the school management. As revealed by the informants that the strategy of the teachers to develop collaboration, they improved communication to the school head by talking to him of all their request. Informant 2 narrated that she talks to the school head to improved communication, stating that:

One of the problem in school that hinders collaboration is poor communication of school head. To address this problem, I talk to him in order to improve communication.

**Discuss and Resolved Problem Professionally.** To have effective communication is one of the functions of the school management. However, as revealed by the responses of the informants that the teachers discussed and resolved problem professionally to support the collaborative leadership of school head in school. This meant that the teachers support the school head to resolved their problem professionally for smooth school management.

Informant 3 articulated her view, to wit:

I address it professionally. We discuss problem in school professionally and we resolved it professionally.

**Address Problem Through Open Communication.** To have effective communication is one of the functions of the school management. The responses of the informants revealed that the strategy of teachers to address problem through open communication. This meant that teachers are communicating the school head to resolved conflict.

Informant 4 commented, by stating that:

I address it through open communication. I need to talk to our school head so that problem be resolved.

**Resolved Problem Immediately.** Conflict in school really affects the delivery of service effectively. The responses of the informants manifested that to resolved problems in school, the teachers resolved it immediately. This meant that teacher resolved the conflict immediately to avoid its negative effect to the teaching and learning process.

Informant 5 shared her view, stating that:

I resolved it immediately to build peaceful learning environment for everyone. It's hard to keep grudges. It affects teaching delivery.

**Encouraged Co-Teachers to Continue to Support the School Head.** The responses of the informants revealed that the teachers encouraged co-teachers to continue support the plans of the school for the school. This meant that teachers are encouraging each other to support the school heads.

Informant 6 expressed his views, saying that:



*Dasigon ang mga kaubanan nga padayon nga suportahan ang mga plano sa school head. Maglikay nga mahimong hinungdan sa pagka discourage sa paghimo sa mga buluhaton.*

(Encourage the co-teachers to continue support the school head and not be the cause of problem that affects performance of works).

**Remains Obedient and Supportive.** School heads cannot perform their work effectively without the support of the teachers. The responses of the informants revealed that the teachers remained obedient and supportive to the school head. This meant that teachers are performing task given by the school head for the good of the school.

Informant 7 commented, by stating that:

I remain obedient inspite of the behavior of the school head. I remain supportive to him for the sake of the school and learners.

**Resolved Problem in a Peaceful Way.** Conflict in school really affects the delivery of service toward the learners effectively. The responses of the informants manifested that the teachers resolved the problem peacefully. Informant 8 shared her view, stating that:

*Kung adunay problema, among gina istoryahon sa peaceful nga pamaagi aron makab-ot ang nindot ug produktibong resulta.*

(If there is problem, we discuss it peacefully and we look way to achieved productive results).

### **Ways to Support School Heads to continue Exercising Effective Collaboration**

This section presents the results to the specific question 5.3 How do you support your school heads to continue exercising effective collaborative leadership? The generated themes were: perform teaching duties and other tasks, continue being cooperative, actively participates school programs and perform duties productively, continue work as subordinates and listening carefully and perform tasks.

**Perform Teaching Duties and Other Tasks.** The result manifested by the informants that teachers performed their teaching duties and other delegated task as way of supporting the school head for effective collaboration. Informant 1 expressed her ideas, by stating that:

I support my school head through performing my teaching duties and any other tasks delegated by him to me. He never heard complaint from me but I perform it productively.

Informant 5 expressed the same idea, by saying that:

I perform all the tasks assign to me. I don't want to be the agony of our school head.

**Continue Being Cooperative.** The responses of the informants manifested that to make the teachers continue being cooperative. It meant that teachers continue to support the programs, projects and activities of school head for the welfare of the learners.

Informant 3 expressed her views, by stating that:

Collaborative leadership has positive effect to school. In order to continue, as teacher I support him to continue cooperative to him and all of his endeavor.

Informant 7 narrated similar statements, by saying that:

My support extended to my school is through showing cooperation to all the program and activities.

**Actively Participates School Programs and Perform Duties Productively.** The purpose of student discipline is to mold students to become more responsible to achieve higher learning outcome. The responses of the informants manifested that to make the implementation of student discipline effective, teachers need to develop positive mindset. It meant that teachers need to broaden their mind regarding student discipline to ensure that the policy implemented effectively.

Informant 4 expressed her views, by stating that:

I support my school through actively participates school programs and perform my duties productively.

Informant 8 expressed her views, by stating that:

*Akong ginaspurtahan pinaagi sa aktibong pag-apil sa mga kalihokan ug pagbuhat sa akong buluhaton. Ginasanod nako ang mga instruksyon ug gina respeto ang mga desisyon.*

(I support my school head through actively involved in the activities and perform my tasks. I follow the instruction and respect to his decision).

**Continue Work as Subordinate.** The responses of the informants manifested that teachers continue to work as a subordinate as way of supporting the effective collaboration of the school head. It meant that teachers show their supports to the school head through continue to perform their function as a teacher.

Informant 2 narrated her views on supports to the school head, that:

I continue work at him as his subordinates in order to achieve the goals of the school for the welfare of the learners.

**Listening Carefully and Perform Tasks.** The responses of the informants manifested that teachers as way of their support to the collaborative leadership of school head through listening carefully and perform their teaching task. It meant that teachers attentively listened to the instruction of the school head and positively perform the delegated tasks.

Informant 1 expressing her views, by saying that:

I support our school head through listen carefully and perform the tasks that assigned to me. I need to perform it productively.

## DISCUSSIONS AND CONCLUSION

This part presents the discussions, conclusions, and recommendations of the study that sought to understand the collaborative leadership of school heads. This study was conducted in Bagong Taas Elementary School, Mabuhay Elementary School, San Jose Elementary School, and Totoy Elementary School, Monkayo West District, Division of Davao de Oro.

Eight permanent teachers, five years in service and above, participated in the study. They were purposely chosen for the in-depth interview and were the sources of information and data for the phenomenon under study.

Since this study required a thorough investigation and was in compliance with reliability and transferability concerns in qualitative studies, it employed the qualitative phenomenological research design. The researcher conducted in-depth interviews with the research participants to gather the necessary data for analysis, coding, and theming.

For this chapter, the presentation sequence was based on the order of the research questions in the interview guide. The discussion section highlighted the themes, which were the study's results and were corroborated with related literature and studies.

### Discussions

The structured themes and the emerging themes were made as bases for broadening the discussion of the findings in this study. Each theme was linked and supported with related literature and studies.

**Experiences in Collaborative Leadership of School Heads.** The themes on the experiences of the research participants in collaborative leadership of school heads were transparent and open communication, empowered teachers to do the task, lead teachers to perform role productively, established open communication, and experienced bad collaboration and never accepts suggestions. The findings showed that the collaborative school head is transparent and established open communication. Then, empowered teachers to do tasks productively. However, some teachers experienced bad collaboration of school head who are not involving teachers and never listen to suggestions.

The finding confirms Murphy (2019) statement that the experiences of teachers under school heads who manifested collaborative leadership claimed that the approach empowers them and cultivates their leadership skills to effectively perform their mandated task to develop the learners.

In addition, Gartenstein (2019) articulated that the teachers accomplish more goals when the school heads empower them because they have freedom to perform their role as teachers.

The findings confirm Patrick (2019) articulation that poor collaboration of school heads affect negatively the teachers and their performance of duties.

**Relevance of Collaborative Leadership of School Heads.** The responses of generated themes such as very important and significant. The findings revealed that collaborative leadership of school heads is very important because it promotes positive learning environment for the teachers and learners.

The finding confirms Melcher (2019) on the declaration that the collaborative leadership in important because it strengthen teachers to perform their delegated function.

In addition, it is also parallel to Barling (2022) statement that collaborative leadership is significant because it encouraged teachers to do their role effectively.

Moreover, the finding is also in consonance with Root (2018) who illustrates that collaborative leadership enhanced the skills and abilities of teachers to become more effective in the delivery of teaching function.

**Response to Collaborative Effort of School Heads.** The responses produced the themes: supporting plans of school head, extending cooperation, obedient to school head's directives and initiatives, perform directives of school, responded positively, respond with open heart and active participation and open communication. The finding disclosed that the response of teachers on the collaborative effort of the school heads, they support the plans and programs of the school head, obedient to the directives and heartily performs instructions.

The finding confirms Hongzhuo (2023) on the statement that teachers support the programs and activities of school heads to easily achieve the goals of the school. Moreover, the finding is similar to Bland (2022) articulation that teachers as subordinates follow the instruction of the school head. They are happy to perform their role because their school supported them.

Lastly, the finding further supports by McFarlin (2019) pronouncement that team of teachers work productively with the school head who lead them to achieve the goals of the school.

**Challenges Encountered to Collaborative Leadership.** The themes generated were; lack of support, poor communication and poor ability to settle disputes, imposing own decision without informing subordinates, challenged balancing directives and manage classroom, not listening, blame and scold teachers and poor collaboration. The finding revealed that the challenges of teachers from their school head are poor collaboration who make decision without consulting the subordinates, poor communication who does not listen to suggestion and poor ability to resolved disputes that lead to blaming and scolding teachers during problems.

The finding confirms by McConney (2023) discussing that poor collaborative leadership negatively affect teachers' morale.

The finding supports Chen (2024) pronouncement that poor collaborative school leader failure to give proper information and feedback to the teachers that leads into confusion in school.

It is further parallel to Hongzhuo (2023) statement that poor communication of school head affects teachers' performance in the classroom and also other tasks such as the submission of reports and compliance to the instruction from the higher office.

**Challenges Impact to Duties as Teachers.** The emerging themes were burden and disturbs teaching duties, reduces motivation and destroy teamwork, affects time management and students learning and interrupt classes and cannot perform job properly. The finding disclosed that the impact of challenges to teachers, it reduces their motivation to perform job properly and productively, it affects also to their ability to manage the time for effective delivery of learning and it destroy the teamwork of teachers.

Further, the finding confirms Root III (2018) statement that the impact of problem product of poor collaboration of school, it gives burden to the teachers. It affects directly the teaching delivery.

It also supports Yasmin (2019) who discusses that bad collaboration can reduce work motivation of teachers to display their best for the learners. The situation loses their appetite to perform their duties.

Furthermore, the finding is parallel to the pronouncement of Parveen (2022) that the poor abilities of school head to collaborate teachers can destroy the spirit of teamwork in school. It leads to the culture of isolation.

**Mechanism Employed to Cope with Challenges.** The emerging themes were to be strong and say no to additional tasks, focus to perform teaching duties, remain professional in all situations, manage time efficiently and be strong. The finding disclosed that the mechanism of teachers to cope the challenges, they remained strong, manage their time efficiently, said not to additional task and focus to perform teaching duties for the welfare of the learners.

This finding parallels Smith's (2019) articulation that one of coping strategies of teachers in order to overcome the challenges is to positively plan their work and perform it persistently for the welfare of the learners.

The finding supports Rabinowitz (2018) articulation that during the conflict arise in school due to poor collaboration, they need to manage their time effectively so that they can perform their functions efficiently.

This also supports the idea of Doyle (2018) that during the time of struggle group of teachers supporting one another and say no to additional task in order to perform their function efficiently.

**Effective Strategies Used to Overcome Challenges of School Heads Collaborative Leadership.** The emerging themes were: remain calm and strong in all circumstances, remain positive, deal school and school head problems professionally, having effective communications between teacher and school head, find ways and ask help from colleagues and saying no to additional task. The finding revealed that the strategies of teachers to overcome challenges, they helped one another to remain positive and strong in all circumstances, communicate the school head effectively and say no to additional tasks.

In addition, this finding agrees with Doyle (2018) stressing that during the time of struggle group of teachers supporting one another in order to perform their function efficiently. They are collaborating each other in order to creates a conducive learning environment for the students.

This finding confirms Smith (2019) who emphasizes that teacher manage their stress through involvement in physical and psychological activities to remain strong in order to effectively deliver teaching duties toward the learners.

This also confirms Doyle (2018) further confirms that teachers maximize their strength to building confidence by setting positive mind set and refuse to any additional works that cause of burnout.

**Support Got from other People to Overcome Challenges Encountered.** The emerging themes were love and encouragement, moral support, appropriate counselling extended by colleague and friends, continue extending moral support and family cares. The finding revealed that the family, friends and colleagues of teachers extended their support through extending encouragement, loves and cares to overcome challenges encountered.

This finding agrees with Rabinowitz (2018) stating through supports of the colleague and family the teachers solve problem and decide fairly for the success of the school. Moreover, this also confirms Parveen (2022) explaining that the strength of teachers during hard time of exercising their function is the love and care of the family.

Finally, the findings are in conformity with Chan (2018) who states that during hard time teachers are helping one another in order. They are collaborating each other in order to creates a conducive learning environment for the students.

**Strategies Employed by School Heads in Showing Collaborative Leadership.** The emerging themes were; encourage teachers to work as a team, involves teachers in planning and decision making, extended financial and moral support, leads team toward achieving roles, shows empathy and compassion, listen attentively, transparent especially on financial aspect and shows effort. The finding revealed that the strategies of school heads demonstrating collaborative leadership through showing of empathy and compassion by listening attentively to teachers and leads them to perform their roles; empower teachers by involving them in the decision making; and transparent to all transaction especially on financial matters. This finding agrees with Lathan (2024) illustration that collaborative leadership empowers teachers. In this leadership, teachers are involved in decision-making processes, leading to increased commitment



to school improvement initiatives. Similarly, this result is parallel to Nguyen (2018) articulation that the focus of collaborative leadership is build strong relation among teachers to encourage everyone to work as a team for effective delivery of service toward the learners.

This also supports Ward (2018) assertion that the collaborative leader is transparent to all his transaction to encourages trust and respect from the subordinates.

**Best Practices on Collaborative Leadership of School Heads.** The emerging themes were foster open communication and promotes positive learning environment, develop effective teachers' teamwork, develop harmonious relationship, encourages teamwork, building teachers' trust and develop respect and manages conflict in school and restores harmony. The finding disclosed that the best practices of collaborative leadership of school heads, foster open communication to promotes positive learning environment for the teachers and learners; manages conflict to develop harmonious relationship among school personnel; and build trust to develop effective teamwork.

The finding is parallel to Melcher (2019) statement that collaborative leadership builds positive and strong bond between school head and teachers. This is important factor for achieving the desired goal of the school.

The finding is similar to Root (2018) articulation that collaborative leader resolved clashes and conflicts of teachers that hinders teaching effectiveness. They become happy and active who works together for achieving the goals of the school.

The study also supports Hurley (2018) statement that the collaborative leader focused to develop the teachers to make them effective and efficient in the performance of their functions.

**Approaches Employed to Build Positive Relations with School Heads to have Effective Collaboration.** The emerging themes were: showing support to school head undertakings, showing trust and respect, showing professionalism in dealing with school head and being open minded. The finding revealed that the approaches of the teachers to build positive relations with schools to have effective collaboration, they respect and deal the school head professionally and support all of his plans.

The finding agrees with (Lee, 2018) articulation that the effective teachers deal professionally the school head. They supported all the plans of the school head for the welfare of the learners.

In addition, the study supports Root III (2018) statement that that to remain dedicated and committed in teaching job teacher always think for the future of the students and remained supportive to undertakings of the school head.

Further, this finding confirms Doyle (2018) pronouncement that teachers and other stakeholders support always programs, projects and activities that being implemented by the collaborative school head.

**Ways to Address Problems Affecting Effective Collaboration.** The emerging themes were: address problem positively, discuss issues constructively and avoid blaming, improve communication with school head, discuss and resolved problem professionally, address problem through open communication, resolved problem immediately, encourage co-teachers to continue school head support, remains obedient and supportive and resolved problem in a peaceful way. The finding disclosed that ways to address problems affecting effective collaboration, the teachers improve the communication toward the school head in order to discuss and resolves issues constructively and they remained obedient and supportive to the programs, projects and activities of school head.

The finding agrees with May (2017) statement that the teachers are happy working with collaborative school head. They extend their cooperation and support to all the undertakings of the school head for the progress of the school.



The study's outcome is parallel with Mallory (2019) declaration that collaborative teachers discussed and resolved problems and issues constructively for building positive atmosphere in school for productivity. This finding is similar to Mallory (2019) articulation that effective teachers in school deal circumstance professionally, and show respect and trust to collaborative school head.

**Ways to Support School Heads to continue Exercising Effective Collaboration.** The emerging themes were: performing teaching duties and other tasks, continue being cooperative, actively participates school programs and perform duties productively, continue work as subordinates and listening carefully and perform tasks. The finding disclosed that the ways to support school heads to continue exercising effective collaboration, the teachers continue perform their teaching duties and other delegated task productively and continue to be cooperative and supportive to all school programs for the for the development of learners.

The finding parallels to Sieck (2018) articulation that the support of teachers to the collaborative school heads through performing their teaching task productively. They don't want to give additional burden to school head.

The study's findings are parallel to Mcewan (2019) articulation that collaborative teachers continue extend their supports to the school head because they believed that the success of the school lie on their hands as a team.

Moreover, this result is similar to Fyle (2019) declaration that collaboration of teacher and school head is essential in school especially in achieving goals of the school.

### **Implications for Practice**

Based on the findings, the following implications for practice are offered.

*On Experiences in Collaborative Leadership of School Heads.* As noted in the findings of the study, that collaborative leadership of school head empowered teachers in order to perform their teaching duties productively for the welfare of the students. However, poor collaboration leads to conflict and destroy effective teamwork of teachers in school. On the other hand, school head can improved his collaborative leadership to continue develop the teachers' teamwork to make them effective to achieve higher learning outcome.

*On Relevance of Collaborative Leadership of School Heads.* The finding revealed that it is relevant for the school head to display his collaborative leadership in order to promotes positive learning environment for the teachers and learners. Nevertheless, the school heads must evaluate their collaborative leadership and improved the weak part to lead the school and teachers effectively.

*On Response to Collaborative Effort of School Heads.* On the response to school heads' collaborative effort, teachers are supportive to all programs, projects and activities of the school heads for the improvement of the school. However, to make the collaborative leadership demonstrates effectively, teachers continue their effort to support the school heads undertakings.

*On Challenges Encountered to Collaborative Leadership.* The finding presents that poor collaboration, poor communication and poor ability to settle disputes of the school head are challenges of teachers. Nonetheless, school head shall improve his collaboration, communication and abilities to settle conflicts toward teachers and stakeholders to produce effective school.

*On Challenges Impact to Duties as Teachers.* The findings disclosed that the impact of the challenges encountered in the collaborative leadership of school heads, it affects motivation, time management and teamwork of teachers in order to perform their job properly and productively. In any case, school heads

shall assess their collaboration skills and improved to avoid cause of agony of teachers and failure of curriculum delivery in school.

*On Mechanism Employed to Cope with Challenges.* As to the mechanism to come up with the challenges, the teachers have remained strong to perform their teaching duties for the welfare of the learners and refuse to accept additional works. On the other hand, teachers need to be proactive all the time and face strongly any circumstances to make teaching delivery productive.

*On Effective Strategies Used to Overcome Challenges of School Heads Collaborative Leadership.* It is noted in the findings that teachers' strategies to overcome challenges remained strong and refused to say no to any additional task that hampers the effective delivery of service toward the students. Nonetheless, teachers must be helping one another and work as a team to ensure that the teaching duties are performed efficiently.

*On Support Got from other People to Overcome Challenges Encountered.* The finding revealed that the family, friends and colleagues of teachers extended support to make them strong to perform their teaching duties for the welfare of the students. Therefore, support system must be strengthened in school in order to support teachers during the time of suffering.

*On Strategies Employed by School Heads in Showing Collaborative Leadership.* It is noted in the study's findings that the strategies showing collaborative leadership are that school heads become compassionate and empower teachers to perform their teaching duties productively. However, school heads must continue to display their collaborative leadership to produce dynamic, supportive, cooperative subordinates.

*On Best Practices on Collaborative Leadership of School Heads.* The study revealed that the best practices of collaborative leadership open the communication that promotes a positive learning environment for the teachers and learners, then manages conflict to develop harmonious relationships among school personnel, and builds trust to develop effective teamwork. However, the school heads and teachers must collaborate each other effectively and work as a team to improve the teaching and learning process.

On the other hand, the school administration shall conduct periodic orientations of parents to encourage their fully cooperation toward school program.

*On Approaches Employed to Build Positive Relations with School Heads to have Effective Collaboration.* The study revealed that teachers show respect and deal with the school head professionally to build positive relations for effective collaboration.

However, the teachers must continue to support the programs, projects and activities of the school heads and remain supportive for the school's welfare.

*On Ways to Address Problems Affecting Effective Collaboration.* The findings disclosed that teachers are obedient and supportive to the school head's programs, projects and activities for the effective delivery of mandated curriculum toward the learners. However, teachers and school heads must have periodic assessment on the collaboration process and improved the weak points in order to maintain effective collaboration.

*On Ways to Support School Heads to continue Exercising Effective Collaboration.* It is noted in the study's findings that teachers continue supportive to school heads and perform their teaching duties productively. Then, it is constantly reminded to equip teachers' collaboration skills by conducting training on collaborative leadership to produce proactive and supportive teachers.

### **Implications for Future Research**

In as much as the study was limited to the responses of the teachers in Bagong Taas Elementary School,

Mabuhay Elementary School, Totoy Elementary School and San Jose Elementary School, Monkayo West District, Division of Davao de Oro, the following implications for future research are considered:

First, future research may be conducted by selecting other groups of teachers from the same school. Second, another research study with the same focus may be conducted in another location to examine the same phenomenon of understanding on collaborative leadership of school heads. Third, a re-interview of the same research participants and informants may be conducted to see whether their understanding of maintaining students' discipline has changed over time.

Finally, this study was conducted in a public elementary school; this investigation of the same phenomenon could also be conducted among private schools. On the other hand, the study's findings are viewed through the lens of the selected teachers' participants and informants. Another research study can be conducted to determine the teachers' understanding of the collaborative leadership of school heads in other public schools.

### **Concluding Remarks**

The investigation focused on the collaborative leadership of school heads and its best practices. It was understood that due to the problem reported by teachers that bad collaboration of school heads affects their well-being and teaching and learning process; it should be the bases of the school officials and DepEd authorities to formulate and conduct training and workshop to equip skills and ability of school heads and teachers and other school personnel on collaborative leadership for the welfare of the students, teachers and teaching delivery.

On the other hand, since the necessity of exercising collaborative leadership, it should be the basis for teachers and school heads to develop effective collaboration in school for the welfare of the teaching and learning process.

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